

FOSTERING READING COMPREHENSION ABILITY IN NON ENGLISH DEPARTMENT STUDENTS THROUGH OK5R ACTIVITIES AND COOPERATIVE LEARNING

Eka Melati

AMIK Mitra Gama Duri
 eccamelati84@gmail.com



ABSTRACT

Reading is a remarkable skill when one thinks carefully about the number of stages and components that have to be qualified. Actually it is one of the valuable skills that needs to be mastered not only by English Departement students but also non English Departement ones. It develops language learning and life learning generally. Aspects of language learning includes using and understanding textbooks for courses, writing, revising, developing vocabulary, and acquiring grammar. The effective and efficient reading instruction should be covered all of these items to achieve reading comprehension to assist the students reading efficiently and comprehensively. In fact, the students still find difficulties to complete questions of reading comprehension section and English proficiency test. Mixed method of OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) and cooperative learning accomodates the language learning aspects to solve the student's problems in reading comprehension. This paper discusses these mixed method theoritically and how it might be implemented in the classroom.

Key Words: *Reading Comprehension, OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) Activities through Cooperative Learning (Learning Together), non English Department Students*

INTRODUCTION

One of the absolutely necessary requirement at universities even domestic or international in created the global citizen is knowledge of foreign language. It gives advantages to the students in being able to relate with other communities from different countries and languages. One example of the knowledge of English is knowledge of reading. This knowledge engages the students to comprehend the information in the text which relates to their study. Some form of instructions additionally in the text relating to their students are available in an efficient and effective manner (Dörnyei in Gorla et al: 2016). It applies knowledge of English reading and the actual proficiency in English. It could be successful if it does not spend much student's time and effort.

Meanwhile, for non-English Departement students, English course provides in the first or second semester with 2 sks per week. The content of the material depends on the student's discipline (English for Specific Purposes). The purpose of the course at the end is the students are capable not only in reading but also the other skills such as listening, writing and speaking. In addition, reading at university means reading for specific purpose. In reading, ability to gain, organise and interpret information of all types is required (Rowe:2005). The job interview in finding a job usually requires the proof of English proficiency test for example TOEFL, TOEIC, IELTS etc which includes session of reading comprehension test. The students should qualify to answer all of the questions to get the requirement standard.

In fact, most of the students did not pass the score of requirement standard. They find difficulties in comprehending the texts to complete questions during reading comprehension test session. Since reading is remarkable skill when one thinks carefully about the number of stages and

components and it is not a simple part to learn, method to make reading simpler is required. The method should develop language learning and life learning generally. Some aspects of language learning such as using and comprehending textbooks for courses, writing, revising, developing vocabulary and acquiring grammar should be included to the effective and efficient reading method. Mixed method of OK5R (Overview, Key Ideas, Read, Record, Recite, Review and Reflect) and cooperative learning accommodates the language learning aspects to solve the student's problem above. This paper discusses these mixed method theoretically and how it might be implemented in the classroom especially for non-English Department in the major of Management Informatics.

RESULT AND DISCUSSION

A Brief of OK5R Activities and Cooperative Learning and It's Mixed Method

Review of Related Literature of OK5R

OK5R stands for Overview, Key Ideas, Read, Record, Recite, Review and Reflect. It was developed by Walter Pauk in 1974. He was a Reading-Study Centre of Cornell University Director. He developed this method in the purpose of helping the students to read and to comprehend what have they read.

According to Gie (1998) and Congos (2017), OK5R has seven components with certain procedures. The components and its procedures are:

1. **O represents overview.** This component tries to bridge over the problem in reading and studying in general. Find out what is the text about around 1 – 2 minutes. Take a quick look at headings and subheadings, questions and summary or conclusion. Try to make a general perception about the text.
2. **K stands for key ideas.** Differentiate between main ideas and supporting details. Focus on main idea because it means what you need to understand. After that focus on supporting details that explain the main idea specifically.
3. **First letter of R is read.** Read a paragraph and stop. Then ask yourself: (a) What is the main idea? (2) What are the supporting and explanatory details? (3) Do I remember the material in this paragraph well so that I could explain it completely and accurately to some one else?
4. **Second R represents record.** Record your understanding based on your ideas. Make marginal notes and underline key words and phrases. Or summarize main ideas and supporting details in separate notes for example using note cards. Keep away summarizing per sentences because it could make you missing the important point.
5. **Third R stands for recite.** The component of recite refers to fight forgetting. Close the text. Hide your notes except your main idea. In your own words, then recite aloud the details in complete sentences to that main idea. This step is a good way to transfer information from short-term memory to long-term memory.
6. **Fourth R is review.** Review component also transfers information from short-term memory to long-term memory every time you do it. Review several times by reciting aloud.
7. **Fifth R is reflect.** The last component is R (reflect). It defines to think about ideas. Make inferences on them, compare the idea between one idea to another, note the positive and its negative side. Arrange them into larger parts or compress them into smaller ones.

In addition, Congos (2017) splits up the OK5R components into three activities of reading: (a) Pre-reading activities. These activities execute before the actual reading activities would be done. The function of pre-reading activities are to activate the previous knowledge, to build self-confidence up, to support new information, to enhance reading's concentration and to motivate the next step of the course. Since the process of scanning the general idea for example reading for introduction and headings of the text executes, overview component belongs to this activity; (b) Whilst-reading

activities. This is the heart of the reading activities. It includes all activities executed in the text reading discussion. The components such as key ideas, read and record are available in this steps; and (c) Post-reading activities. It is released to support the students some opinions and response the idea from the text read. Recite, review and reflect are being included in this activities.

There are some utilities in using OK5R in teaching reading (Gie: 1998). The utilities could be used to find main idea in the text, to enhance student's ability in reading, reviewing, reciting and reflecting the text, to realize the teaching goal (comprehending the material) by the student, and to improve student's interest to comprehend the most important part of the text.

Concept of Cooperative Learning (Learning Together)

Cooperative learning defines as a variety of teaching methods in learning which emphasized on cooperation and discussion (Slavin: 2009). It focuses on activities of learning, learning the course material and doing the assignments in structured small group in which the members of the group have responsibility to successful of the team. It is useful method to assist the students in enhancing student's mastery and comprehension of the materials because some students could be understand to what their friend's explaining by using the simple words. The effectiveness of this method was proven by the experts to improve academically the achievement of the students and their quality in learning. As Al-Odwan (2012) states that some research in cooperative learning shown that this method could promote learning and academic achievement of the student, enhance student's retention, improve student's satisfaction in learning experience, assist students to develop both of the oral and social skills, increase student's self-esteem and positive race relations.

One of the cooperative learning method described in this paper is learning together. Learning together was developed by David and Roger Johnson from University of Minnesota. This method does not have special characteristics and rules. It makes this method is different from other cooperative Learning method such as STAD, TGT, TAI, etc. Yet, no special characteristics and rules in this method, it's instruction designs based on some principles for example individual accountability, positive interdependence, promoting face-to-face interaction, social and collaborative skills and group processing. As Kagan (2009) states that Learning Together is based on a principal-based approach that trains the specific decision and learning principles together.

Learning Together gives some benefits (Johnson&Jhonson in Al-Odwan: 2002) in application. The benefits are (1) Students have more opportunities in talking and sharing the ideas; (2) The students have opportunities to clarify and rethink their ideas when disagreement appeared; (3) The students enjoy the opportunity to see whether their pairs think and create new ideas in group working; (4) A less-anxiety produces context because of the discussion, creation, and thinking process; (5) In student's mind, there is a new idea coming from perspectives of working in heterogeneous groups; and (6) The greater achievement fosters the stronger knowledge as the basic of exploring the concepts.

Mixed Method of OK5R Activities and Cooperative Learning

The mixed method of OK5R activities and Learning Together is all activities in OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) could be applied together with Cooperative Learning – Learning Together (Melati, 2017:161). The basic concept of the OK5R activities and Learning Together explained above becomes its theoretical based in created this method.

The purpose is to renew the old teaching method becoming the new one by combining it with the recent teaching method. This mixed method emphasizes literacy skills about information, phenomena and ideas encountered in the text.

For further explanation, there is an example activities in applying OK5R activities and Learning Together (Melati: 2017):

a. Pre-reading Activities

There are some activities conduct before reading that more focus on the teacher: (1) Introducing the topic; (2) Motivating the students about the importance of reading; (3) Explaining to the students about mixed method OK5R activities and Learning Together; (4) Grouping the students in heterogeneous group consisted of four member – as facilitator, recorder, reporter and checker – in

one group based on academic achievement; (5) Distributing the text a text for each student; and (6) **OVERVIEW**: Asking the students to work in group. When individual question appears such as vocabulary, the students could discuss it within the group. Asking the students to look quickly to the heading and subheading for 1 – 2 minutes without reading the whole paragraph.

b. Whilst-reading Activities

In this activities, the whole part of the paragraph would be discussed. The steps are: (1) **KEY IDEAS**: asking the students to clarify between main ideas and supporting details; (2) **READ**: asking the students to read only a paragraph then answer the questions – What is the main idea of the paragraph? What are the supporting details? Do I remember the whole material in this paragraph and explain it completely?; (3) **RECORD**: asking the students to write their understanding in a piece of paper to make the simple notes, underline key words and phrases, and summarize of main ideas and supporting details not in sentence in separate note.

c. Post-reading Activities

Then the activity continues to the after reading activities: (1) **RECITE**: asking the students to close the text except the note for main idea and supporting details, read aloud complete sentence in explaining supporting details by using own words, checking the students accuracy in reading aloud; (2) **REVIEW**: asking the students to review the text completely; (3) **REFLECT**: asking the students to report main ideas of the text per each group, discuss and compare the different ideas and note if agree or disagree; and (4) asking the students to assign their exercises in group.

According to Melati (2017: 161) the OK5R activities and Cooperative Learning (Learning Together) have some utilities in application. The advantages are to improve interpersonal relationship between the group's member, student's interdependence positively, personal accountability and responsibility, cooperative spirit between the members, improving student's interaction in one class, improving student's ability in finding the main ideas, ability in reading, recording, reciting and reviewing the text and reading comprehension about the text.

a. Implementation of OK5R Activities and Cooperative Learning in Teaching Reading at Non-English Departement

Before OK5R activities and Cooperative Learning (Learning Together) implements in the class room, the text and media should be prepared. The text helps both of the lecturer and the students to explain the material. In teaching reading, the material is the reading passage and should be prepared before entering the classroom. For media, picture, short video, banner etc could be used as the media. The lecturer choose the appropriate text and media based on the student's major.

Here is the example of teaching procedures in implementing OK5R activities and Cooperative Learning in teaching reading of Informatics Management class in which the writer is teaching right now. Before starting the teaching and learning process, the writer prepares the text that copy from Infotech, English for Computer Users 4th edition and take the media out from google.

a. Pre-Reading Activities

1. Teacher introduces the topic about *Living in a Digital Age* and its objective: *At the end of this course, the students are able to talk and write about computer applications in everyday life.*
2. The teacher motivates the students about the importance of computer application in every day life by using pictures and matching activities.

A. Match the captions (1 – 4) with the pictures (a – d)

1. In education, computers can make all the difference
2. Using a cash point or ATM
3. The internet in your pocket
4. Controlling air traffic



a



3. The teacher explains about OK5R (Overview, Key Ideas, Read, Record, Recite and Review) activities that conducts in Cooperative Learning (Learning Together) model.
3. The teacher divides the students into some groups. The groups are heterogeneous with regard to academic achievement. The four of students have four roles. One of each is assigned to a student in a group:
 - a. Facilitator: makes certain that everyone contributes and keeps the group on task.
 - b. Recorder: keeps note on important thoughts expressed in the group. Also, he writes the final summary.
 - c. Reporter: speaks for the group, not just expressing his own personal opinion.
 - d. Checker: checks accuracy and clarity of thinking during discussion and written work.
4. The teacher distributes the text. It would better for the teacher to give a text per each student.

THE DIGITAL AGE

We are now living in what some people call *the digital age*, meaning that computers have become an essential part of our lives. Young people who grown up with PCs and mobile phones are called *the digital generation*. Computers help students to **perform** mathematical **operations** and improve math skills. They are used to **access the internet**, to **do** basic **research** and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to **give presentations** and teach sciences, history or language courses. PCs are also used for administrative purposes – schools use word processors to **write letters**, and databases to **keep records** of students and teachers. A school website allows teachers to publish **exercises** for students to **complete** online. Students can also enroll for courses via the website and parents can download official reports.

Mobiles let you **make** voice **calls**, **send texts**, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in face-to-face mode. New smartphones combine a telephone with web access, video, a game console, an MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

In banks, computers **store information** about the money held by each costumer and enable staff to **access** large **databases** and try to **carry out** financial **transactions** at high speed. They also control the cashpoints, or ATMs (automatic teller machines), which **dispense money** to costumers by the use of a PIN protection card. People use a Chip and PIN card to pay goods and services. Instead of using a signature to verify payments, costumers are asked to **enter** a four-digit **personal identification number (PIN)**, the same number used at cashpoints; this system makes transactions more secure. With online banking, clients can easily **pay bills** and **transfer money** from the comfort of their homes.

Airplane pilots use computers to help them control the plane. For example, monitors **display data** about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flight, prices, times, stopovers and the other details.

5. **OVERVIEW:** The teacher asks the students to work in group. Individual question such as vocabulary can be discussed within the group. She asks the students glance at the title and the subheading of the text to determine what ideas are covered, then get the big picture about the text. The students do not allow read whole of paragraphs.

b. Whilst-Reading Activities

Whilst-reading activities include all activities conducted during discussing of the text. Whilst-reading activities are:

1. **KEY IDEAS:** The teacher asks the students to discriminate between main ideas and its supporting details.
2. **READ:** The teacher asks the students to read only a paragraph. Then she asks the students to ask themselves:
 - a. What is the main idea of the paragraph?
 - b. What are the supporting and explanatory details?
 - c. Do I remember the whole material in this paragraph and then explain it completely to someone else?
3. **RECORD:** The teacher asks the students to write their understanding in a book. Then ask them to make marginal notes and underline key words and phrases, summarize main ideas and supporting materials in separate notes. It would be better for the students to write the summary is not in sentence form.

c. Post-Reading Activities

Post-reading activities design to give the students some options to review and react about the idea they have got from the text. Activities of post-reading are:

1. **RECITE:** The teacher asks the students to close the text except the notes for the main ideas. Then asks the students to read aloud complete sentence of details of the main idea by using their own word. The teacher checks student's accuracy.
2. **REVIEW:** The teacher asks the students to review the text completely.
3. **REFLECT:** The teacher asks the students to report main ideas of the text per each group. She asks the students to speculate them, compare one idea to another, and notice where they agree or disagree.
4. The teacher asks the students to assign their exercises in group.

CONCLUSION

Based on the explanation above, it can be concluded OK5R (Overview, Key Idea, Read, Record, Recite, Review and Reflect) activities through learning together is an effective way to increase not only student's cognitive in reading comprehension but also their social skill. These mixed method combines the old and recent method in literacy and it is very useful for the teacher as the variation in teaching reading for non English department students. The monotonous class would be avoided. This method includes the language skills such as reading, writing and speaking. It means the student's ability can foster not only in reading aspect but also writing and speaking ones.

The writer suggests the teacher or lecturer could apply this mixed method for any kind of the text and major. Remember that to make the time clear for each activities and to create more creative text and media could make this method become more interesting to the students.

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